



Richmond State School

# ANNUAL REPORT

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Richmond State School, established in 1889, values and promotes lifelong learning for all members of our school community. Richmond State School is a co-educational with multi-aged classrooms catering for students from Prep through to Year 10.

Together we strive to: communicate high expectations for student achievements; develop clear curriculum programs; provide access to a variety of learning resources; enhance our supportive school environment; report regularly on student progress and build strong and lasting partnerships with the wider school community in the interest of quality public education.

Curriculum is student-focused, provides opportunities for enrichment and is scaffolded utilising Education Queensland's Curriculum into the Classroom units to teach the requirements of the Australian Curriculum in English, Mathematics, Science, History and Geography and the QSA Essential Learnings for other Key Learning Areas.

As a rural and remote school Richmond SS endeavours to offer a wide range of cultural, sporting and enrichment activities for all students. Junior Secondary students are provided with a variety of pathway options in preparation for completing their senior schooling or entering the workforce.

At Richmond State School, we respect ourselves and treat others with respect and dignity. We all contribute to ensuring a safe, tolerant and disciplined environment. We recognise the importance of working in partnership with families and each other to prepare young people for life. All staff at Richmond State School are highly professional people who are dedicated to the ongoing success in all areas of a child's development.

## Principal's Foreword

### Introduction

This report outlines Richmond State School's progress, and highlights our achievements throughout 2017. It also provides an overview of our priorities for 2018.

"Deeds, Not Words" is our school motto. This motto typifies what our school is about and how we develop school pride in what we do.

Our emphasis is on encouraging students to achieve at an individual level, striving to do their best. Our teachers monitor and provide clear and explicit feedback and guidance to students. All students are expected to set and achieve learning goals. We encourage them to achieve and work for personal satisfaction of learning to the best of their ability in a safe, respectful and responsible environment.

Learning is our core business and this comes with our commitment to deliver quality educational outcomes for all students. With highly dedicated and professional staff our students participate in wonderful learning experiences through dynamic classroom environments. To achieve our purpose of providing students with high quality opportunities our major learning goals are about quality teaching and learning, assessment literate learners and providing a safe and supportive school.

We offer a full commitment to inclusive education where the learning needs of all students are catered for in a supportive educational environment and in all aspects of learning and social engagement.



## School Progress towards its goals in 2017

### School Improvement Priorities for 2017

- Building the capability and capacity of classroom teachers to deliver quality teaching and learning
- Develop assessment literate learners
- Provide a safe and supportive school environment through Positive Behaviour for Learning

Significant progress has been made towards achieving our identified targets and strategic direction.

- Collaborative unit planning and use of collaborative inquiry model to monitor student progress and guide targeted teaching
- The use of learning and data walls to enhance the teaching/learning journey
- Implementing our school approach to co-plan, co-teach and co-assess, coaching and feedback, class walk-throughs and lesson observations
- A focus on the explicit teaching of literacy in the P-6, embedding a four lesson sequence in the early years and developing staff capability to unpack the writing demands of each unit
- Implementing Positive Behaviour for Learning

## Future Outlook

### School Improvement Priorities for 2018

#### Develop Assessment Literate Learners through

- Collaborative Instructional Coaching Cycle
- Continued classroom walk throughs with a focus on the '5 Questions'
- Enhanced data collection and analysis, use of technology, developing student learning goals and identifying targeted teaching strategies

#### Develop the teaching of Literacy across the curriculum through

- Building professional knowledge, professional practice and leadership of teaching and learning
- Unpacking of units and the use of the Literacy Continuum to identify reading and writing demands, to track student progress, set goals and identify next teaching and learning steps
- Focused use of the Australian Professional Standards for Teachers

#### Use data effectively to improve student performance through

- The collaborative inquiry cycle to analyse data, impact of teaching and learning and identification of next steps
- Positive Behaviour for Learning

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 10

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	76	36	40	13	86%
2016	78	35	43	16	90%
2017	71	34	37	14	92%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\*pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The student population of Richmond State Schools remained relatively stable during 2017. The majority of students commence their schooling in Prep and conclude their school years at the end of Year 10. At the completion of Year 6 a number of parents decide to send their children to boarding school for continuity in senior school options, Around 12% move in and out of school throughout the year as a result of families moving in and or out of the Richmond district due to work or family reasons. Approximately 20% of the student population identify as being indigenous.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	15	19	16
Year 4 – Year 6	11	14	12
Year 7 – Year 10	9	5	4
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Richmond State School our class curriculum program is organised and shaped by the Australian Curriculum and the Queensland P-12 Curriculum, Assessment and Reporting Framework. We believe that our curriculum program is engaging and relevant and leads to improved academic achievement for all students.

The curriculum program is supported by:

A curriculum leadership team which manages, supports and drives student learning and improving teacher pedagogy  
An explicit approach to all Learning Areas with a strong direction from the Pedagogical Framework.

- A team approach to curriculum planning and its implementation



- The embedding of information and communication technologies into the teaching and learning program of all classrooms
- The provision of ipads and laptops into classrooms with the use of these to support individual learning needs and enhance digital learning
- A high importance on understanding learning data to inform teaching and learning
- Consistency and continuity of a school-wide focus on the teaching of reading

### Co-curricular Activities

The following Enhancement and Enrichment Programs are offered to our students throughout the school year.

- Student Leadership Group
- University of NSW Competitions for schools
- Representative Sporting Teams
- APEX Rock Pop Mime Show
- NAIDOC Week Cultural Immersion Program
- Athletic Development Program
- Pathways and Work Experience
- Range of visiting programs – eg Life Education Van, NRL, AFL, Footsteps

### How Information and Communication Technologies are used to Assist Learning

Richmond State School embraces a strong vision in regards to the implementation of Education Queensland's initiatives in ICT Smart Classrooms initiatives.

- All teachers have a strong commitment to the use of technology based resources and advancing the delivery of pedagogy and school operations in the digital form.
- Students in Years 7 – 10 had access to individual laptops for all their classes. This supported learning and teaching practices in the Junior Secondary. Prep to Year 6 students have access to a bank of laptops and iPads to support classroom learning. The school also has a lab of 20 computers accessible to all classes.

The following is part of the school's Smart Classroom Initiative

- All classes have access to network computers with wireless
- All class teachers utilize a laptop, a data projector and Whiteboard to assist instruction as part of Computers for Teachers Initiative
- All classes have access to on-line learning resources through the learning place
- Each class has access to digital cameras and a range of software to provide broad and creative responses to curriculum initiatives
- Tablet devices are used to support students with disabilities and other classroom
- Year 5 – 8 students participate in online learning of LOTE - Japanese

## Social Climate

### Overview

The school is set in a rural community in remote North West Queensland. Many families have been in Richmond for a period of years and there is a strong tradition of family attendance at our school, with some fourth generation families in attendance. There are a growing number of families who have more recently moved to Richmond. Students and staff demonstrate a high level of respect for one another. The school climate is often praised by visitors when spending time in our school. We have a supportive school environment promoted by smaller classes, whole school activities, encouraging student leadership, school chaplaincy service, visiting guidance officer, visiting school based youth nurse, liaison with local health carers, weekly awards, and a Responsible Behaviour Plan.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	78%	97%
this is a good school (S2035)	100%	78%	97%
their child likes being at this school* (S2001)	100%	78%	97%
their child feels safe at this school* (S2002)	100%	89%	100%
their child's learning needs are being met at this school* (S2003)	67%	78%	97%
their child is making good progress at this school* (S2004)	83%	78%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	78%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	63%	91%
teachers at this school motivate their child to learn* (S2007)	83%	89%	100%
teachers at this school treat students fairly* (S2008)	100%	67%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	78%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	83%	89%	97%
this school takes parents' opinions seriously* (S2011)	83%	56%	94%
student behaviour is well managed at this school* (S2012)	100%	44%	85%
this school looks for ways to improve* (S2013)	100%	75%	91%
this school is well maintained* (S2014)	100%	89%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	91%	97%
they like being at their school* (S2036)	83%	91%	100%
they feel safe at their school* (S2037)	96%	94%	100%
their teachers motivate them to learn* (S2038)	96%	88%	100%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	87%	97%	100%
teachers treat students fairly at their school* (S2041)	78%	82%	97%
they can talk to their teachers about their concerns* (S2042)	87%	91%	97%
their school takes students' opinions seriously* (S2043)	74%	85%	95%
student behaviour is well managed at their school* (S2044)	87%	79%	95%
their school looks for ways to improve* (S2045)	100%	88%	100%
their school is well maintained* (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	83%	88%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	92%	93%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	89%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	87%	89%
staff are well supported at their school (S2075)	100%	93%	95%
their school takes staff opinions seriously (S2076)	92%	87%	89%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
things (S2079)			

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

### Parent and community engagement

Parents are encouraged to be involved in their children's education at Richmond State School in many ways.

These include:

- Parent Teacher Meetings – at the beginning of each year teachers conduct information sessions to explain the class and school overviews. These meetings give parents an opportunity to meet class teachers early in the academic year and set a relationship to support each child. Parents are encouraged to be in regular contact with their child's teacher throughout the year. Parents are also encouraged to make appointments to discuss students or school concerns at their mutual convenience.
- Parent teacher interviews are held twice a year, at the end of Term 1 and the end of Term 3, students are encouraged to attend all meetings. At these parent interviews a student profile is compiled and key strategies that can be used to support each student's progress noted. Parents then have this as a point of reference to discuss the interview with their child.
- The school also participates in a number of community organisations; a class visits the Aged Care facility each week to present an activity or student work; the whole school attends White Balloon Day; Student Leaders participate in the formal ANZAC ceremony and the school marches in the parade; the school presents a float in the Fossil Festival Parade; Under 8s morning includes the local Kindergarten and play group.
- Volunteer Work- parents volunteer to help in classrooms with reading groups, classroom support work, sporting teams and for school excursions
- Newsletter – through the fortnightly newsletter parents are fully informed of the school's activities and business
- P&C Meetings and activities – the P&C meets on the second Monday of the month at 6pm. All parents are welcome to attend. Each year a new committee is appointed through a democratic voting system and parents are encouraged to be involved. Fundraising – each year the P&C raise funds to support the school through a variety of activities.
- School Parades – every Monday assembly is held at 8.30am. Parents are most welcome to attend any of these assemblies to see certificates and awards presented and to see class, group or other performances. Each class or year level lead the weekly assemblies to showcase what they have been learning.
- Parent meetings are held with all stakeholders to discuss programs for students with diverse needs. Parents are kept informed of student progress through regular contact by both the classroom teacher and support staff.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

As part of students' regular health lessons they engage in activities to develop their understanding of how to build appropriate, respectful and healthy relationships. Selected classes also engage in programs focused on developing their social skills.

As part of Positive Behaviour for Learner a key identified school rule is Be Respectful and targeted behaviours are identified within this that are appropriate across all relationships.

Students participate in White Balloon Day which focusses on the appropriate responses when they or others feels unsafe. This includes presentations by local health workers and the police.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	2
Long Suspensions – 11 to 20days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

There is as a focus on appropriate use of air conditioners and the turning off of lights in classrooms when they are not in use. Water use has been negotiated with local council in regards to watering restrictions.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	79,093	
2015-2016	19,782	160
2016-2017	55,981	320

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff



2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	12	<5
Full-time Equivalents	11	8	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	9
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$25,381

The major professional development initiatives are as follows:

- Coaching
- Class Walk-Throughs, Lesson Observations and Inter School Visits
- Teaching of Reading – Four Lesson Sequence
- Explicit Instruction
- Unpacking Units of Work –Reading and Writing P-10
- Watching Others Work (WOW)
- Indigenous Conference
- Inclusive Education

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2017.

## Performance of Our Students

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	95%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

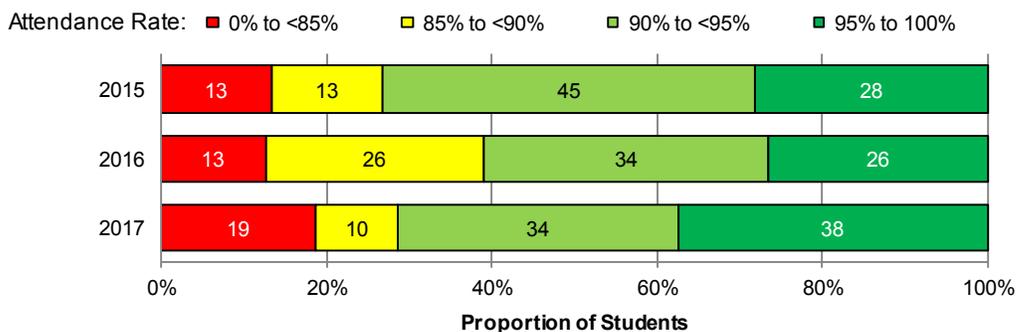
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	89%	95%	93%	93%	94%	85%	94%	96%	81%	90%		
2016	88%	87%	88%	93%	91%	93%	90%		92%	90%	95%		
2017	92%	94%	93%	87%	91%	92%	93%	94%	DW	98%	93%		

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is monitored on a daily basis. Daily notification is made to parents for students for whom no excuse has been given. This is done by phone, and a record kept of this contact. Should a student be absent for 15 consecutive days without contact being able to be made that student is recorded within One School with an I code.

If a student's attendance is of concern a request for an interview with the parent/guardian is sought. The school monitors the attendance and absences weekly and continues the correspondence with the family as necessary. The process continues through different levels of the school in accordance with EQ policies, until prosecution takes place if and when required.

All absences are recorded in One School and a total is generated each semester on every child's report card. If children have

a history of many absences, but on a non-regular basis, discussions are held with parents/guardians to ascertain why and a concerted effort is put in place to support both the child and the family. Guidance support is provided, with external agencies also providing support where necessary.

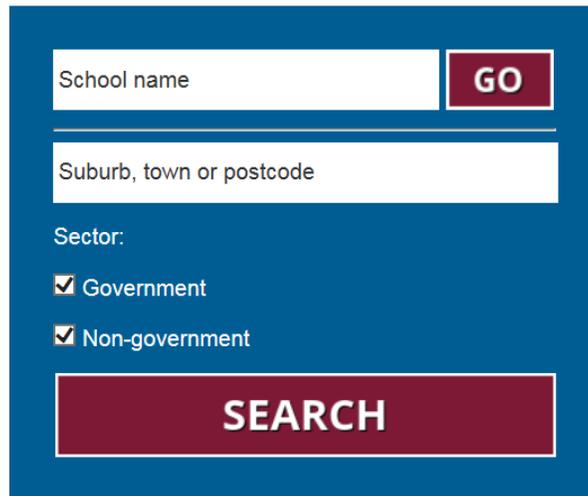
Primary classroom rolls are marked twice daily, in the morning on entry to class and in the afternoon following lunch break. Secondary rolls are marked at every period. Reports are run within One School on a daily basis to ensure that inconsistencies are noted and actioned, and action is taken when rolls are unmarked.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

### Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.